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ABSTRACT

Home Start: School for Parents is a parent education program with three major components: a Prototype School for Parents, a pilot television series, and a Manual for Parents on the infancy period. The prototype school is evaluated in terms of its impact on parents and infants, the manual and the television shows in terms of audience response and expert opinion. The final report describes both the formative evaluation that led to the on-going program modifications, and the summative evaluation that attempted to measure the success of the program in terms of immediate objectives. The long term objective of the program - to provide children from all SES groups with a better home start - cannot as yet be assessed. (Author)

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HOME START: SCHOOL FOR PARENTS

FINAL REPORT

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HOME START: SCHOOL FOR PARENTS FINAL REPORT

INTRODUCTION

Home Start: School for Parents was a year long project which had as its goal the development of five products:

1) A prototype School for Parents in which 27 parents and their infants participated in a series of workshops on infancy,
2) A manual on infancy for parents, providing a month by month description of developmental changes, and suggestions for toys and activities,
3) Three pilot films on the infancy period,
4) Outlines for ten additional films,
5) An evaluation of the above.

This evaluation was designed to serve two purposes: a) to provide on-going feedback to the program developers and b) to evaluate the success of the final products in terms of the stated objectives.

ORGANIZATION OF THE REPORT

This final report will be divided into five major sections:

Section I Prototype School

Section II Manual

Section III Pilot Films

Section IV Outlines for Future Shows

Section V Summary and Conclusions

Sections I - V include a general description of the product. Sections I - III include both formative and summative evaluation, where the formative evaluation provided on-going feedback to the project investigator and was the basis for revision in content and organization. The summative evaluation was concerned with the outcome of the project in terms of the stated objectives. Section IV includes

only a formative evaluation. Section V includes a general statement concerning outcome, and provides suggestions for further investigation.

SECTION I: PROTOTYPE SCHOOL

DESCRIPTION

Selection of the participants: The 25 families participating in the School for Parents program were volunteers with infants six months or under recruited through a notice in the local newspapers, and a personal visit to a federally sponsored infant center for disadvantaged families and unwed mothers. The families in the program were diversified in terms of SES level, age, and occupation of parent. The sample included parents from urban areas in Fort Lauderdale, suburban areas surrounding Fort Lauderdale and Hollywood and depressed rural areas in Davie.

Procedure: The sample was divided into two groups. Group one included fourteen families with infants three months old. Group two included families with infants four to seven months old. Sessions were set up at regular intervals between March 1972 and October 1972. Twelve regular sessions were held in all. Fifteen of the 25 participants attended between five and six sessions, eight participants attended three to four sessions and one participant attended only two sessions. A follow-up was made of the ten participants who attended less than five sessions to determine their reasons for not attending. (Responses are described in the section on attrition to follow.) All sessions were held on Saturday or Sunday so that the fathers could attend.

The Setting: The Protocol Sessions were held in the Television Studio of Nova University. Half the room was set up as a nursery with bassinets, play pens, carry cribs, walkers, and chairs for the parents.

The other half of the room was set up as a workshop, with a wide variety of craft supplies, and sample "home-made" products. The projection room (glassed-in and sound proof) was used for sleeping, changing and feeding the babies.

Personnel: Staff members at each session included the project investigator, the project evaluator, research assistant, two teachers, secretary, media expert, and two babysitters. The project evaluator and the research assistant kept notes during the sessions on parents' questions and responses. The media specialist kept a video record of the portions of the program where the families participated actively ("Show and Tell", Workshop, and Activity Portions).

Typical School Day: Agendas were given to the parents as they arrived in the studio. A typical day included the following:

10:00 - 10:30 a.m. - Registration:

During this period parents and infants were given name tags; bottles and baby food were labeled and refrigerated and parents met with nursery aides to give instructions for their babies. When they completed these preliminary procedures, parents watched slides or examined still shots of their babies taken at earlier sessions.

10:30 - 11:00 "Show and Tell" for parents: Each set of parents described the activities they had been doing with their baby

since the previous session and discussed changes they noticed in their babies. (Parents brought their manual to each session so that they could use their record-keeping section as a reference.)

11:00 - Coffee break: Parents were given an opportunity to look at some of the sample products constructed by the classroom teachers.

11:15 - 11:45 - Talk by Dr. Segal describing one aspect of infant development.

11:45 - 12:15 - Film on infant development, or video-tape of earlier workshops.

12:15 - Lunch

12:45 - Workshop: Classroom teachers demonstrated how to make two or three simple toys.

1:00 - Workshop for Parents: Mothers could make any one of the toys that had been demonstrated. Fathers were given a challenge material, e.g., carton, clothespins, paper plate, popsicle sticks, etc. and were asked to create their own toy.

2:00 - Activity period: Demonstration by Dr. Segal of activities for the three month old.

2:15 - Parent-baby play time: (Dr. Segal, Ms. Tomasello and Ms. Gelormino made suggestions and registered approval as the parents worked with their own babies.)

3:15 - Questions and answers.

3:45 - Evaluation of the sessions by the participants.

4:00 - Session ended. Evaluation session for the staff.

Monitoring and Record Keeping:

1) All sessions were video-taped.

2) Research assistant kept notes of:

   a) parent questions and reactions,

   b) infant behaviors and parent-infant interactions.

   (It was hoped that a record could be kept of infant behavior in the "nursery" but it was too busy for consistent note-taking to take place.)

3) Still shots were taken of each baby at each session.

4) A record-keeping section was given to each parent with the first installment of the parents manual, and parents were reminded at each session to keep their record book up to date.

5) A member of the evaluation team was present at each session to monitor the program and provide continuous feedback.

PROCESS EVALUATION

Feedback from the parent and staff evaluation sessions provided the basis for two kinds of change:

a) Changes in the agenda and the physical arrangements of the School for Parents,

b) Changes in the curriculum content as incorporated in the manual and the films.

Changes in Physical Arrangements and Agenda:

a) In the first session parents brought the babies into the nursery upon arrival. Parents expressed a preference for

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keeping their babies with them except for naps, feeding and changing, and the change was made accordingly.

b) Sessions were shortened, as parents found the full day session too trying.

c) The child development movies were eliminated, as parents felt that discussions and live demonstrations were more informative.

d) More convenient arrangements were made for warming and refrigeration of baby food.

e) Activity sessions were moved to an earlier part of the day when the babies were more alert.

Changes in Content of the Program

Suggested Activities: Parents were asked to try out activities at home with their babies to report the kind of activities that worked well for them, and the kind of variations that they introduced. Many additions and alterations in the curriculum were made as a result of this feedback, particularly in those instances where activities were considered by others frustrating and boring. Suggested changes were incorporated into the manual and the film.

SUMMATIVE EVALUATION

The summative evaluation of the Prototype School for Parents includes: 1) an assessment of parental reactions to the program, and 2) developmental assessment of the infants who participated in the program.

Sample: The sample for the Prototype School for Parents consisted of the fifteen families who attended five or more sessions. The final sample included three fathers in a professional occupation, six fathers in a business occupation, and six fathers in a skilled labor or service occupation. The working mothers included four teachers, one dental hygienist and a E.O.C.G. worker. The fathers ranged in age from 26 to 68 years of age with a mean age of 34.7 years (standard deviation = 11.6 years) and a median age of 29 years. The mothers ranged in age from 24 to 37 years with a mean age of 29 years (standard deviation = 4) and a median age of 28 years. Ten of the families had only one child while five of the families had two children.

Attrition: As was mentioned earlier ten families attended less than five sessions. Nine of the families were contacted and asked the reason for not attending the sessions. Two of the nine families contacted moved out of the community. Three of the families did not attend for personal circumstances, two because of dissatisfaction with the prototype school, and two for a combination of personal circumstances and dissatisfaction.

Instrument: The following measures were utilized to assess the effect of the prototype school for parents on the family participants and infants:

1) An interview schedule developed by the evaluation team. This interview schedule included open ended, as well as forced choice questions.
2) The Bayley Scales of Infant Development were used as a measure of infant motor and mental development. This instrument was selected on the basis of its general acceptability and favorable reviews in the current literature.
3) The six Hunt-Uzgiris measures constructed at the University of Chicago were used to measure developmental rate. These scales yield six independent measures of development, based on Piagetian type items. The subjects are ordinal rather than interval and age norms have not been established.

Results of the Interview: Fifteen parents were interviewed to assess the effectiveness of the program in five basic areas:

Area I: Opinions of parents on the program structure and quality including recommendations for improvement: To evaluate this area nine questions were included in the interview schedule.

Question 1 - In order for you to have become acquainted with (child's name) different stages of development, do you feel the depth of this program was: (1) very sufficient, (2) fairly sufficient, (3) sufficient, (4) slightly insufficient, (5) very insufficient.

The responses to question 1 are presented below:

	1	2	3	4	5	Total
Frequency	6	4	5	0	0	15

Six of the parents felt that the depth of the program was very sufficient, four felt that it was fairly sufficient, and five felt it sufficient. It appears then that all of the respondents feel that the depth of the program was sufficient for them to have become acquainted with a child's different stages of development.

Question 2 - Do you feel that the sessions were:
(1) much too long, (2) too long, (3) long enough,
(4) too short, (5) much too short.

The responses to this question are presented below:

	1	2	3	4	5	Total
Frequency	1	5	9	0	0	15

Nine parents responded that the sessions were long enough while six parents responded that the program was either too long or much too long. When the parents were asked why they felt the sessions were too long all of the parents responded that it was too long because it taxed the attention span of the children and the frustration tolerance of the parents.

Question 13 - Do you feel anything should be added to this program?

	Yes	No	Total
Frequency	11	4	15

Eleven out of the fifteen parents felt that additions to the program could be made.

Question 14 - Do you feel anything should be omitted from the program?

	Yes	No	Total
Frequency	4	11	15

Eleven out of fifteen parents responded that nothing should be eliminated from the program. The majority of the candidates felt, therefore, that changes made in the program should be in the nature of additions rather than eliminations.

Question 17 - If you were discussing this program with a friend, would you:
(1) strongly recommend it, (2) mildly recommend it, (3) express no opinion, (4) advise against it, (5) strongly advise against it.

	1	2	3	4	5	Total
Frequency	12	3	0	0	0	15

Twelve parents responded that they would strongly recommend this program to a friend while three parents responded that they would

mildly recommend it to a friend. It appears then, that all of the parents felt that they could recommend the program to a friend, with a majority of parents responding that they would strongly recommend it.

Question 19 - Did you find sharing your experience with other parents to be:
(1) very enjoyable, (2) slightly enjoyable, (3) has no feelings one way or the other, (4) slightly unenjoyable, (5) very unenjoyable.

	1	2	3	4	5	Total
Frequency	11	2	2	0	0	15

Eleven parents responded that sharing their experiences with other parents was very enjoyable. Two responded slightly enjoyable, while two parents had no feelings one way or the other. Thus it appears that most parents felt that sharing their experiences with other parents

Question 20 - Do you think that it would be a good idea to make this program available to many more people?

	Yes	No	Total
Frequency	15	0	15

All parents responded that this program should be made available to many more parents.

Question 15 - What were 3 or 4 things you liked best about this program?

Among the things the parents liked best about the program were developmental stages information, the films, making toys, contact and comparison with child's peer groups, books, consumer information, discussion, observing other people with their own children, working with babies.

Question 16 - What are 3 or 4 things you most disliked about this program?

Of the things the parents disliked the most, seven parents responded that the time schedule (especially the length) interferes with the child. Three parents responded that they did not like the organization of the setting. Other dislikes included the long drive from home and the long time between sessions.

Area II: Parents attitude about their child's development and their opinion about a change in the child's development due to the program. Two questions were used to evaluate this area.

Question 3 - Before attending these sessions, did you feel (child's name) development was in any respect: (1) unusually slow, (2) slightly slow, (3) about average, (4) slightly fast, (5) unusually fast.

	1	2	3	4	5	Total
Frequency	8	5	2	0	0	15

On this question eight parents responded that they felt their child's development was unusually slow. Five responded slightly slow and two felt their child's development was about average. On this question then the majority of parents responses seem to indicate that before attending the sessions that their child's development was slow.

Question 8 - Since attending these sessions, do you feel (child's name) development is in any respect:
(1) unusually slow, (2) slightly slow, (3) about average, (4) slightly fast, (5) unusually fast.

	1	2	3	4	5	Total
Frequency	0	2	4	7	2	15

Two parents responded that since attending the sessions that they felt their child's development was unusually fast, seven responded slightly fast, four responded about average, and two slightly slow. The majority of parents then, feel that since attending the session their child's development is average or above average. In contrasting this question with question seven it appears that the parents opinions have changed since attending the program.

Area III. Opinions of parents about changes in their own general attitudes about being a parent. Two questions were used to assess this area.

Question 4 - Has your interest in the things (child's name) plays with increased:
(1) a great amount, (2) a fair amount, (3) a small amount, (4) not at all, (5) decreased

	1	2	3	4	5	Total
Frequency	8	5	1	1	0	15

Eight parents responded that their interest in the things their child plays with increased a great amount, five responded a fair amount, while one responded a small amount and one not at all. The responses on this question seem to indicate that most parents feel that their interest in the things their child plays with has increased.

Question 11 - Has your confidence in being a parent:
(1) increased greatly, (2) increased slightly,
(3) remained about the same, (4) decreased slightly,
(5) decreased greatly.

	1	2	3	4	5	Total
Frequency	2	8	5	0	0	15

Ten parents responded that their confidence in being a parent has increased slightly or increased greatly, while five parents feel that their confidence in being a parent has remained about the same.

Area IV. Opinions the parents have about the knowledge they have gained. Three questions were used to assess this area:

Question 9 - In watching the demonstrations of interaction patterns here, how much insight into your own family's way of behaving with each other do you thing you have gained:
(1) a great amount, (2) a fair amount, (3) a small amount, (4) none at all, (5) more confused than before

	1	2	3	4	5	Total
Frequency	2	4	4	5	0	15

On this question ten of the fifteen respondents felt that they have gained from a small amount to a great amount of insight into their family's way of behaving with each other while five respondents report no change at all.

Question 12 - As a result of this program, do you feel that your awareness of signs that (child's name) is getting ready for learning and doing new things has:
(1) increased greatly, (2) increased slightly,
(3) remained about the same, (4) decreased slightly,
(5) decreased greatly.

	1	2	3	4	5	Total
Frequency	11	4	0	0	0	15

On this question all parents report that their awareness of signs that their child is getting ready for learning and doing new things has increased, with the majority of parents feeling that it has increased greatly.

Question 18 - Did you find the reading material:
(1) very helpful, (2) fairly helpful, (3) helpful,
(4) not helpful

	1	2	3	4	Total
Frequency	11	2	2	0	15

All parents felt the reading material helpful with the majority responding very helpful.

Area V. Parent's opinion about their own behavior. Four questions on the interview schedule were used to assess this area.

Question 5 - Has the way in which you play with (child's name) changed:
(1) a great amount, (2) a fair amount, (3) a small amount, (4) not at all

	1	2	3	4	Total
Frequency	5	7	0	3	15

Twelve parents responded that the way in which they play with their child has changed either a fair amount or a great amount, while three parents responded that their was no change.

Question 6 - Has the time you spend observing (child's name increased):
(1) a great amount, (2) a fair amount, (3) a small amount, (4) not at all, (5) decreased.

	1	2	3	4	5	Total
Frequency	2	9	2	2	0	15

Thirteen parents report that there has been an increase in the time they spend observing their child, while two parents report no increase.

Question 7 - Have you reorganized (child's name) room or play area so that (he/she) can discover new things, try to use them, and so forth?

	Yes	No	Total
Frequency	8	7	15

On this question approximately half of the parents say that they have organized their child's room while approximately half have not reorganized their child's room.

Question 10 - As a result of this program, do you think your family atmosphere has:
(1) greatly improved, (2) slightly improved,
(3) remained about the same, (4) become worse

	1	2	3	4	Total
Frequency	2	8	5	0	15

Ten parents responded that their family atmosphere has either slightly improved or greatly improved while five responded that it has remained about the same.

RESULTS OF THE BAYLEY SCALES OF INFANT DEVELOPMENT

Table 1 presents the distribution of scores and summary statistics on the mental development scale.

Table 1 - Distribution of scores and summary statistics on the Mental Development Scale (N = 12)

Normalized Standard Score*	143	131	125	124	119	117	115	114	105	91
Frequency	1	1	1	2	2	1	1	1	1	1

Mean = 118.9 Median = 119
Standard Deviation = 12.4 Range = 52

Based on the results of this testing it appears that mental development of the infants who participated in the program is beyond expectation, with eight out of twelve scores beyond one standard deviation above the mean.

Table 2 presents the distribution of scores and summary statistics on the psychomotor development scale.

Table 2 - Distribution of Scores and summary statistics on the psychomotor development scale (N = 14)

Normalized Standard Score*	150	147	144	139	133	131	130	129	119	106	97	75
Frequency	3	1	1	1	1	1	1	1	1	1	1	1

Mean = 128.6 Median = 132
Standard Deviation = 21.6 Range = 75

Again the results of the testing indicate that the psychomotor development of the infants is beyond expectation based on the norms with eleven out of fourteen scores beyond one standard deviation above the mean.

*The normalized standard scores have a mean of 100 and standard deviation of 16.

HUNT-UZGIRIS SCALES

Basal, ceiling and raw scores on the six Hunt-Uzgiris subscales were collected. Because norms have not as yet been adequately developed for these scales, the decision was reached not to use these results as a part of the evaluation. The scores on each child have been recorded and will be kept on file for follow-up studies.

SECTION II: MANUAL

DESCRIPTION

The Manual for Parents, You Are Your Baby's First Teachers, was developed in monthly installments during the course of the project. Its primary purpose is to serve as a supplement to the School for Parents Television series. The manual includes four kinds of materials:

1) A narrative account of developmental characteristics of the infant on a month by month basis.
2) Short descriptions of stage appropriate games and activities involving parent-infant interaction.
3) Directions for simple toys that can be made at home by the parents using scrap or throw-away materials.
4) A record-keeping section with a sequenced list of motor and cognitive skills where parents can write down the date on which baby achieves a new skill.

In describing the behavior of infants at each age level several sources were utilized:

1) Experience with infants in the first and second series of School for Parents Workshops.
2) The works of several authors including:

   Piaget, Origins of Intelligence,

   Spitz, The First Year of Life,

   Brazelton, Infants and Mothers,

   Landreth, Early Childhood,

   Brody, Patterns of Mothering,

   Brackbill, Infancy and Early-Childhood,

Connally, Mechanisms of Motor Skill Development,

Beadle, A Child's Mind,

Chandler, Lourie, and Peters, Early Child Care.

3) Findings of several researchers as reported in the journals. (See bibliography.)

4) Video-taped records from the School for Parents.

5) The Hunt-Uzgiris film series, developed at the University of Illinois.

The original curriculum described in the School for Parents program was based on Piaget's developmental sequences. Activities were selected that would give infants the opportunity to practice newly acquired competencies, and that would encourage close interaction between family and infant. Through a review of the literature, an extensive list was compiled of an infant's capabilities at each month of life. The list was verified with a sample of infants in a School for Parents pilot program conducted at Nova University in 1971-72. The suggested activities are designed to enhance or encourage the development of the motor, sensory, cognitive and social skills described in this list. In selecting appropriate activities, the investigator examined and incorporated ideas from several programs including Ira Gordon's Infancy Programs, Honig and Lally's Infancy Program, and the Infant Education Program developed by the John F. Kennedy Child Development Center. Activities were modified and revised according to the feedback received from parents and from the video-tape.

The suggestions for making toys were developed by the project staff. Many of the toys are homemade modifications of toys already

on the market. Others are original ideas that have been field tested in the School for Parents.

The record-keeping section began as a combined list of developmental norms and observed achievements of infants from 0 - 12 months. School for Parents participants were asked to write in the baby's age in weeks when a particular behavior was first observed. At the end of the program records compiled by ten of the parents were collected and analyzed. A final developmental check list was developed using only those items for which at least nine of the ten parents had recorded an observation.

FORMATIVE EVALUATION

The School for Parents population provided an opportunity to field test the manual. During the activity session of the workshop parents were given the opportunity to try out activities with their infants under the supervision of the staff. Where parents were confused with the directions, or where they felt the activities needed to be modified, appropriate changes were made in the manual. (The video-records of the workshop were useful here.) A similar procedure was followed for making revisions in the sections on toy-making. A revised manual, incorporating all the changes suggested during the workshop, was given to Dr. Fischler, Project Advisor, for review and to Mrs. Elizabeth Zausmer, Director of the Physical Therapy and Child Evaluation Unit of the Children's Hospital in Boston. The final version of the manual incorporates changes suggested by these authorities.

SUMMATIVE EVALUATION

As a part of the final interview with parents the following question was asked: Did you find the reading material helpful? All parents responded that it was helpful, with eleven reporting that it was very helpful.

A second check on the manual's effectiveness related to the way the manual was used. A spot check was made with ten of the manuals at the end of the program. The record-keeping section on all ten manuals had been filled in.

SECTION III: TELEVISION PILOT FILMS

DESCRIPTION

The TV series itself is designed as a weekly or bi-weekly serial focusing on the infancy period. Babies who had participated in the prototype school were used as subjects in the film. Three 16 mm colored films were produced with each film being 29 minutes long and focused on a particular age in months in the life of an infant. The shows take place in the home of a young couple with each show featuring:

a) a discussion of infant behavior,

b) a toy making workshop,

c) a demonstration with babies of appropriate games and activities,

d) a question and answer period with a panel of experts.

Different babies are used for the demonstrations so that the viewing audience becomes aware of the degree of difference among normal babies in temperament as well as in developmental timetable. The pace of the shows is relaxed and low keyed. The basic intent is to talk directly to the viewing parents so that they can become the participants in the school for parents.

The three pilot shows focus on the one month old, the three month old, and the nine month old baby.

SUMMATIVE EVALUATION

The summative evaluation of the television series includes a review by a panel of experts, and a telephone survey of a

television viewing audience that had previewed the pilot show on the nine month old baby.

Panel of Experts: The three pilot films were shown at the Gutman Library of the School of Education in Harvard at a showing arranged by Dr. Burton White. The viewing audience included faculty and graduate students from Harvard and NYU and staff from Children's Hospital and the Brookline Parent Education Project. A record was kept of all comments and suggestions.

General Positive Remarks:

The format is fine.

It is technically very good.

It comes through with warmth and intimacy.

Nincely done.

Good concrete suggestions in activity section.

It has good potential as a training film.

It is attractive.

The shots of the babies are excellent.

It has some fraction of a very good message.

It has lots and lots of points to make.

General Negative Remarks:

It lacks solid reasons for some of the activities.

It needs more redundancy.

Parents cannot cope with so many suggestions.

Too much stress on tactile and proprioceptive techniques.

Too little stress on proprioception in light of the research that is coming out of Russia.

Specific Suggestions:

Workers should not wear white.

Use "panelists" who are more familiar with infants.

Use rattles with longer handles for banging activities.

Substitute the word reach for grasp in one of the voice over sections.

Use more lip synch in the workshop section.

These comments seem to indicate that pilot films are attractive and would hold the interest of the audience. There is a lack of concensus as to the value of the demonstrated activities. This lack of concensus apparently represents a difference of opinion among the professionals as to the kind of curriculum that should be used in an infancy program.

Survey of Television Audience: Although the intent of the investigators was to test the effects of the show on a representative sample, the scheduling of the film on a regular channel could not be arranged in time for the report deadline. The evaluator felt that it would be advisable to develop a procedure for tapping audience response using an available audience (cable TV) even though this audience could not be considered representative. (The subscribers to the cable TV are a predominantly older group.) This procedure allowed the investigator to meet the report deadline, although it did not provide an opportunity to tap the reactions of the population for which the program is developed.

Procedure: Arrangements were made with a cable TV Studio for a late afternoon showing of the third film (the nine month old) on

a regularly scheduled talk show. A random sample of 400 names were called prior to the show, and asked if they would be willing to watch the show and report on their reactions. One hundred and three agreed to watch the show.

A telephone interview questionnaire was developed to assess the reactions of the pre-selected audience. Of the 103 contacted 100 were reached and out of these 20 had actually watched the show.

Results of the Survey: None of the 20 respondents had young children and 17 described themselves as grandparents. The following responses were recorded:

1) Did you enjoy watching the show? 17 Yes, 2 Qualified, and 1 No.
2) What did you like best about the show?
   The most common answer was the photos of the babies.
3) What did you like least about the show?
   The most common answer was that it was geared to a younger and/or less educated audience.
4) Would you watch if it were a series? 8 Yes and 9 No.
5) Would you recommend it to friends with babies? 16 Yes and 2 No.

The audience response was generally positive, although many of the viewers recognized that the show was geared to parents of infants. The following is a comment by one of the viewers who identified herself as a nurse with psychological training:

> "Perfect for the parents on the "lay" level. Was slow enough for lower educational level parents. Keep it up, and put the series on TV of a different character for the poor people to watch."

SECTION IV: OUTLINES

Outlines for ten additional shows provide the content for each section of the television show (i.e., introduction, flashback, demonstration, workshop, activities, and panel.) The outlines are provided in Appendix A.

The feedback on the pilot films served as the basis for developing outlines for further shows. Although differences in opinion among experts limited the usefulness of some of the comments, the suggestion for limiting the message and including more redundancy was helpful.

SECTION V

SUMMARY AND CONCLUSIONS

The curriculum goals of the prototype School for Parents can be grouped into three major categories:

1) Make parents more knowledgeable about their babies.
2) Encourage the family to interact with their babies in a variety of ways.
3) Provide baby with a variety of learning experiences.

In the interview conducted at the final session of the prototype school, the majority of families in the study reported that they did feel more knowledgeable about their babies, that family interaction increased, and they did provide their babies with a variety of learning experiences, as the result of their School for Parents experience. Developmental testing of their babies showed that the babies in the program scored higher than the expected norms at the end of the treatment period. We have no information, however, on two points.

1) Was there a cause and effect relationship between treatment and outcome in terms of infant development?

   This question could not be answered in the context of the present program.

   First: Pre-test post-test design is not meaningful in the infancy period, where the predictive validity of the test is dependent on the age of the child.

   Second: A matched sample design is inappropriate when the curriculum is undergoing formative evalution.

2) What aspect of the program created an effect?

Even if we did assume a cause and effect relationship between treatment and outcome, we would not know what aspect of the program really made the difference. Was it the increase in knowledge and awareness of the parents, the fact that the parents interacted more with their infants, the actual infancy curriculum that the parents followed, or some combination of these? This question cannot be answered in the context of the present study.

In addition to the development and demonstration of an infant curriculum, the program called for the development of products (a manual and three pilot television shows) that could convey a message about parenting to a wide range of families with infants. Here, it would appear from the evaluation that the investigators were successful in terms of the "packaging of the message". The manual was considered useful and readable by the parents who sampled it, and the television shows were considered enjoyable by a large percentage of its viewers. Again, several questions are unanswered.

1. Will the program be watched by the audience for which it is primarily intended? (The new mother, the young mother, the lower SES mother and the unwed mother.)

   This question would require the presentation of a series of films to a large audience with periodic polling of a representative sample.

2. Will the program actually effect the behavior of the viewing audience?
3. If so, what aspect of their behavior would be affected?
4. What effect would the parents change in behavior have on the development of their infant?

5. Would the effects of the program be equal across sex, race, and economic level?

6. Would the effect hold up over time?

Investigation of these questions would require a long term research study.

7. Given the fact that there are many different messages that could be conveyed to the audience via television, have the program investigators selected the most important message that deserves top priority?

Opinion in the field is still quite divided as to the type of infancy program that should be advocated. Research on this question will have to be postponed until several different kinds of programs are developed so that comparitive studies can be undertaken.

8. In what way can the manual and the television series be improved in order to maximize its impact?

Answers to this question would require the distribution of the manual, and a scheduled showing of the film along with the development of a mechanism for continuous feedback from both the experts and the consumers.

It would seem, therefore, that the School for Parents project has produced products with the potential of reaching into the homes of families, and effecting the early environment of children. How effective these products can be in accomplishing the long-term goal of giving infants of all SES levels a better home start cannot be answered as yet.

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APPENDIX A

NEWBORN: FOCUS ON BIRTH - EXPERT: PEDIATRIC NURSE

Opening Scene:

Mother talks about mixed feelings. She is happy to have a little boy but she finds herself very tired. She sometimes bursts into tears for no apparent reason. Expert reassures her and talks about physiological and emotional reactions to childbirth - suggests that even with the second and third baby there is a certain amount of tension in the first few days when the baby seems so tiny and fragile.

Demonstration Portion:

Expert suggests that going over some of the simple routines of infant care can be helpful. Demonstration of diapering, feeding, burping, bed-making, and cleaning.
Mother asks about startle reflex. This leads to a discussion of reflex behavior. Demonstration of reflexive behavior: startle, righting, rooting, sucking, breathing, walking, grasping, etc.

Workshop:

Make mit for parent out of flannel.
Policeman's mit for older child with stop and go - green and red side.
Make flannel picture for over crib.

Activity Session:

Expert discusses differences among babies in terms of activity level - reaction time, rhythm, inevitability, reaction to handling, etc.
Show different babies. Point up hand movement, and position kicking, body position, etc.
Show babies reactions to different tones of voice and ways of handling.

Questions and Answers:

1. Baby falls asleep after sucking for two minutes, what can I do?
2. Baby cries more with father, why?
3. How much quiet does a baby need?
4. When do I begin giving baby a bath?
5. Should you keep a copper penny around infant's neck?

Closing:

Introduction of next show and list of materials for the workshop on the next show.
Message: "It takes time in the beginning for the family to adjust to the new baby, and the baby to adjust to the family."

SECOND MONTH: FOCUS ON THE DEVELOPMENT OF SCHEMA AND THE SMILE

EXPERT: VISITING NURSE

Opening Scene:

Mother talks about feeling more comfortable with the routines of baby care. Feels need to get out of the house.

Flashback Portion:

Development of vision.

Demonstration Portion:

Show how the smile is elicited.
Explanation of first circular reactions.
Show how sucking, kicking, hand watching, tongue play has become a routine.
Explain baby's interest in the activity of his own body - repeating activity out of a need to practice what he has learned. As baby practices a schema he becomes aware of differences and modifies schemas in order to accomodate to these differences.
Show baby's reaching up toward object in preparation for the batting stage.

Workshop:

Making wrist and ankle bands.
Spinner toys to attach to crib, and for older child to use as blowers or "wind-mills."

Activity Portion:

Begin with demonstration of wrist and ankle bracelets and spinner toys.
Demonstrate smiling in response to plate puppet.
Demonstrate proprioceptive activities.
Demonstrate listening activities and following activities with rattle and spinners. Show how baby learns to coordinate movement of his head with the movement of his eyes, and how he begins to associate sound and sight.

Questions and Answers

1. Is it all right for baby to look behind him?

2. Is it bad for baby to be in the same room as his parents?

3. Is crying good for the baby's lungs?

4. Should a baby be fed whenever he cries?

5. When should a baby first go on solid food?

Closing:

Wrap up and discuss guest panelist for next week and the materials needed for the workshop.
Message: "Everything in moderation; avoid either too little stimulation or too much stimulation."

FOURTH MONTH: FOCUS ON LANGUAGE DEVELOPMENT - EXPERT: PEDIATRICIAN

Opening Scene:

Preview of the day.

Flashback Portion:

Go over progressions of hand movement.

Demonstration Portion:

Voice over discussing the babbling stage.
Show babies reaction to auditory stimuli.
Change of babbling in response as a reaction to new images - add in response to human voice. Differences in babbling among different babies. Attending behavior.

Workshop:

Make paper plate puppet.
Make masks.
Show paper plate sewing for older child.
Show paper plate and cup for ball toss with older child.

Activity Portion:

Show techniques for encouraging babbling, eye contact, imitation of baby sounds.
Give and take games.
Rough house.
See-sawing in response to rhyme.
Activities to encourage movement.

Questions and Answers:

1. My baby is not crawling yet and he is already three months old. Is this something to worry about?

2. Is it bad for baby's back to sit him up?

3. Bath time is a real struggle in our household. Is it really necessary to give my baby a bath?

4. My baby is beginning to crawl on his stomach and I have noticed that he pushes with his big toe. Is there something wrong?

Closing:

Preview of next show, workshop and panel for next week.
Message: "Communication is important for development, even with the very young baby."

FIFTH MONTH: EMPHASIS ON SECONDARY CIRCULAR REACTIONS - EXPERT: PSYCHOLOGIST

OPENING SCENE: KITCHEN

Mother talks about how intent her baby is.

Flashback Portion:

Auditory development
"Language"

Demonstration Portion:

Demonstrate the child's ability to make exciting things happen again. Show how child pulls a ring on the cradle gym, watches the results, and then pulls the ring again.

Workshop:

Make "Merry-Go-Round" toy. For older child make a "doll" out of tin can and paper plate. Make horse puppet.

Activity Session:

Show how to use the "Merry-Go-Round" with baby.
Demonstrate differences in five months old in level of motor skill, pointing out how the placement of toys should not only reflect the baby's present motor level, but should present him with challenge without creating frustration.
Show how much the five month old enjoys social "games" - use horse puppet - tickling rhymes, see-saw games - to demonstrate the range of emotional expression that can be included in a play session.

Questions and Answers:

1. My baby is beginning to show signs of temper. He screams, screws up his face, and stiffens up when he does not get his bottle in time. What should I do?

2. I have heard that a baby needs to cry in order to exercise his lungs. Is this true?

3. My baby resists having his nose wiped or his face washed. Is there anything I can do about it?

4. My baby is beginning to grasp but does not seem to be able to let go. Is this a sign of a problem?

Closing:

Preview next show and list materials to bring to the workshop.
Message: "Baby learns through play."

SIXTH MONTH: EMPHASIS ON GROSS MOTOR DEVELOPMENT

GUEST: PHYSICAL THERAPIST SPECIALIZING IN DEVELOPMENTAL EVALUATION

Opening Scene:

Mother tells about how baby crawls forward and gets stuck.

Flashback Portion:

Secondary circular reactions

Demonstration Portion

Show different ways of crawling.
Progress in development of balance in sitting position.

Workshop:

Make busy box, rag doll
For older child make a "Lock-Shop" - a board with different kinds of latches and locks to provide practice for the toddler in eye-hand coordination.

Activity Portion:

Demonstrate different kinds of proprioceptive activities.
Demonstrate ways of helping the inactive baby begin crawling.
Play reaching games with baby that will help him gain balance and control.
Demonstrate games with rag doll.

Questions and Answers:

1. At what age should baby be put in the bounce chair?
2. Baby keeps grabbing the spoon during feeding. What can I do?
3. Baby bangs his head on the way to sleep. I have heard that this can mean that baby is unhappy. Is this true?
4. My baby is very active and wiggles around during diaper changing. Is there any way to avoid his getting hurt?
5. My baby seems to shake everything she gets her hands on. Is this a sign that she is nervous?

Closing:

Thank panel.
Describe the next show.
List materials to have ready for the next workshop.
Message: "Every baby has his own developmental time-table."

SEVENTH MONTH: FOCUS ON DEVELOPMENT OF OBJECT CONSTANCY

EXPERT: NUTRITIONIST

Opening Scene:

Mother talks about baby being frightened with strangers. Expert assures her that this is a healthy sign. Baby is showing his ability to recognize a familiar face.

Flashback Portion:

- Show different aspects of motor development.

Demonstration Portion:

Explain what is meant by object constancy and show the first steps in its development.
Going back to the very young infant, demonstrate how at first an object that is out of sight is out of mind. Next, how the baby's gaze rests for a moment on the place where an object was, and then how baby searches visually for an object, how baby goes back to playing with an object after an interruption and how baby begins to search for hidden objects.

Workshop:

Make picture book for baby.
Show different ways of making books, including a cloth book with oil cloth appliques cut out as simple outline objects, fish, spoon, boat, etc. so that baby can have his own books. Make an "All By Myself" book for the toddler with zippers, buttons and bows and laces that the child can use to learn dressing skills.
Make a story book for the older child by writing down the story he tells and letting him do the illustrations.

Activity Session:

Show use of book with baby.
Demonstrate some of the hiding games and several versions of peek-a-boo, including a peek-a-boo game with the rag doll.

Questions and Answers:

1. My baby is teething and has blistered his own finger by biting on it. What can I do?

2. When can I give my baby a biscuit without fear of his choking on it?

Questions and Answers Continued

3. My baby is only seven months old but he wants to eat the things that the family eats, like pieces of apple and banana. Can it hurt him?

4. Are baby foods harmful because of the preservative?

5. My baby has given up the bottle at seven months and prefers to use a cup. Will she suffer later on from not having enough opportunity to suck?

6. Does a baby need to have fresh citrus fruit or juice even if he is taking vitamins?

Closing:

Discuss next week's show, including guest panelist.
Invite audience to send in questions.
Describe materials that will be used in next week's workshop.
Message: "A warm relationship with parents is as important to a baby as food and shelter."

EIGHTH MONTH: PROBLEM SOLVING - GUEST: VISITING NURSE

Opening Scene:

Mother describes a whole new set of fears that her baby has developed. Fear of strange places, strange hats, even toy animals. Expert explains these fears on the basis of increased awareness and sensitivity to his surroundings.

Flashback Portion:

Show development of object constancy.

Demonstration Portion:

Problem-solving behavior: Show the problem involved in trying to reach a toy that is behind a screen, or take a bracelet off a hand or a ring off a cylinder.

Workshop:

Demonstrate spindle toy and caterpillar toy.
Show a variation of each toy that would make it appropriate for the older child.

Activity Session:

Show use of spindle and caterpillar toy with baby.
Show a series of "problems" that baby can learn to solve: getting a rattle out of a box, getting a rag doll unwrapped, taking off Daddy's hat, and finding an object behind a screen.

Questions and Answers:

1. I have heard that some baby toys are unsafe. Is this true?
   (Visiting nurse describes criteria for knowing whether or not a toy is safe.)

2. My neighbor suggested that all electric outlets in the house should be plugged. Are they really dangerous or is he being over protective?
   (In answering this question the nurse will describe ways to "baby-proof" a house. She will include "safety in the kitchen", keeping poisons and medicine out of reach, danger from sharp edges on tables, doors, etc. that can slam on fingers, lamp cords, dressers that topple over, loose rugs, stairs, and hot water taps.)

Closing:

Narrator recapitulates safety rules.
Preview of next show and introduction of panel experts.
Listing of workshop materials.
Message: "Parents can provide babies with opportunities to learn by giving them successful experiences with problem solving."

TENTH MONTH: FOCUS ON POSITION IN SPACE - EXPERT: PEDIATRICIAN

Opening Scene:

Mother talks about baby being able to pull up but not get down. Expert explains that that this is the normal sequence and talks about what a problem it becomes when baby is put to bed and how it can be coped with.

Flashback:

- Imitative behavior

Demonstration Portion:

Show how baby develops an awareness of heights and has a natural fear of falling.
Demonstrate climbing activity of some ten month old babies. Show how baby is beginning to understand "mechanism of support" (baby pulls pillow to retrieve toy, or pulls string to get toy duck) but continues to pull at pillow even if the toy is not resting on it.

Workshop:

Make pull-toy out of milk carton and cardboard blocks.
Show how both toys can be modified and used as educational toys with the older child.

Activity Session:

Show obstacle course games, pull toy games, fill and empty box games, upside down games, and telephone games.

Questions and Answers:

1. What sorts of shots does a baby need?
2. Does a baby need fresh air every day?
3. When do you first put shoes on baby?
4. When can you stop sterilizing toys that fall on the floor?

Closing:

Doctor talks about "When to call the doctor" and answering the doctor's questions.
Describe next show and list materials needed.
Message: "It is important to realize how much a baby has to learn in order to make sense out of his immediate world."

ELEVENTH MONTH: FOCUS ON NEW MEANS TO ACHIEVE AN END "COMBINATION OF SCHEMA"

EXPERT: PEDIATRIC NEUROLOGIST

Opening Scene:

Mother talks about Daddy's new interest in baby. Expert explains how fathers are apt to be a little timid at first with new babies because of lack of experience, but once baby begins to "look solid" they are much more apt to get involved in play.

Flahsback Portion:

- Position in space

Demonstration Portion:

Discuss using a different means to achieve an end.
Show how baby pushes screen away or unwraps block without any prior thought. Tipping over of bottle - pushing the lids off.

Workshop:

Make a carry-all for younger child.
Make a purse or tool kit for older child.
Make a bell-boy toy.

Activity Session:

Demonstrate use of toys made in workshop.
Show how you can now use household items - pots and pans for banging, drumming, stacking and mirror play - metal measuring cups for stacking and water play, spooning raisins or cereal from container to tray, etc.

Questions and Answers:

1. How soon can you tell if a baby has a hearing problem?

2. Are fat babies slower walkers?

3. Is it a sign of trouble if a baby does not go through a crawling stage?

4. What are the chances of a baby who has had a convulsion of having brain damage?

5. My baby is five months old and his eyes often cross. What can I do?

Closing:

Neurologist talks about the many differences in babies. He suggests that it is natural for parents to worry about their infants, but he also tells them that parents living with a baby day after day can often spot a problem that the pediatrician missed. If they do have concerns they should ask their doctor about it.
Preview of next show and materials to save.
Message: "The whole family needs to be a part of baby-care."

TWELFTH MONTH: FOCUS ON EXPLORATORY BEHAVIOR

EXPERT: DIRECTOR OF THE INFANT CARE CENTER

Opening Scene:

Parent talks about how her baby is getting braver. Expert discusses how a secure baby needs to strike an appropriate balance between dependent and independent behaviors.
Importance of the "friend."

Flashback Portion:

Means to achieving an end.

Demonstration Portion:

- Exploratory behavior: Show how baby experiments with ball throwing. Show doll play and all the different kinds of things baby does with a doll. Show baby exploring a room with several new and interesting toys in it.

Workshop:

Coffee can and cookie mouse game for both baby and older child.

Activity Session:

Show use of coffee can and cookie mouse game.
Play ball with baby.
Show picking up and putting away of toys.
Show how to take the cue from baby.
Watch what interests him and capitalize on it.
Baby is interested in a ribbon. Mother then ties the ribbon around a package.
Baby stops and looks at a shadow. Mother arranges for a new shadow.

Questions and Answers:

1. When does a baby first understand "no"?
2. How does a baby learn his way around the house?
3. How should you teach a baby to go down stairs?
4. Are playpens good for babies?
5. Should babies be introduced to more than one language at the same time?

Closing:

Expert talks about importance of communicating with baby with words, with actions, and with love.
Message: "A baby who has learned through experience that he can count on his parents for love and support when he needs it will feel safe and secure enough to go out and explore his world."

APPENDIX B

SCHOOL FOR PARENTS

Interview Schedule

DATE_____ Interviewer's Name _____

Name(s) of Parent(s)_____

Name of child attending sessions_____

Number of sessions attended to date..... _____

Special directions to be conveyed to the respondent:

Indicate that this information is being collected in order to evaluate the effectiveness of the program, and that the respondent will remain completely anonymous. Stress that candid answers are the only information which will be helpful.

1. In order for you to have become acquainted with (child's name) different stages of development, do you feel the depth of this program was:

   1. very sufficient
   2. fairly sufficient
   3. sufficient
   4. slightly insufficient
   5. very insufficient

   rating _____ (1)

2. Do you feel that the sessions were:

   1. much too long
   2. too long
   3. long enough
   4. too short
   5. much too short

   rating_____ (2)

   (if 1, 2, 4, or 5, then ask: why were they too.....?)

   _____

   _____

   _____

   _____

3. Before attending these sessions, did you feel (child's name) development was in any respect:

   1. unusually slow
   2. slightly slow
   3. about average
   4. slightly fast
   5. unusually fast

   rating_____ (3)

   (if 1, 2, 4, or 5, then ask: In what way? How do you feel about this?

   _____

   _____

   _____

   _____

4. Has your interest in the things (child's name) plays with increased:

   1. a great amount
   2. a fair amount
   3. a small amount
   4. not at all
   5. decreased

   rating_____ (4)

5. Has the way in which you play with (child's name) changed:

   1. a great amount
   2. a fair amount
   3. a small amount
   4. not at all

   rating_____ (5)

6. Has the time you spend observing (child's name) increased:

   1. a great amount
   2. a fair amount
   3. a small amount
   4. not at all
   5. decreased

   rating_____ (6)

7. Have you reorganized (child's name) room or play area so that (he/she) can discover new things, try to use them, and so forth?

   Yes____1
   No____2 (7)

8. Since attending these sessions, do you feel (child's name) development is in any respect:

   1. unusually slow
   2. slightly slow
   3. about average
   4. slightly fast
   5. unusually fast

   rating_____ (8)

   (if 1, 2, 4, or 5, ask: In what way? How do you feel about this?

   _____

   _____

   _____

   _____

9. In watching the demonstrations of interaction patterns here, how much insight into your own family's way of behaving with each other do you think you have gained:

   1. a great amount
   2. a fair amount
   3. a small amount
   4. none at all
   5. more confused than before

   rating_____ (9)

10. As a result of this program, do you think your family atmosphere has:

   1. greatly improved
   2. slightly improved
   3. remained about the same
   4. become worse

   rating_____ (10)

   (if 1, 2, or 4, ask: In what way?)

   _____

   _____

   _____

   _____

11. Has your confidence in being a parent:

   1. increased greatly
   2. increased slightly
   3. remained about the same
   4. decreased slightly
   5. decreased greatly

   rating_____ (11)

12. As a result of this program, do you feel that your awareness of signs that (child's name) is getting ready for learning and doing new things has:

   1. increased greatly
   2. increased slightly
   3. remained about the same
   4. decreased slightly
   5. decreased greatly

   rating_____ (12)

13. Do you feel anything should be added to this program?

Yes_____1
No_____2 (13)

(if yes, what?)_____

_____

_____

14. Do you feel anything should be omitted from the program? (if yes, ask what?)

Yes_____1
No_____2 (14)

_____

_____

_____

15. What were the 3 or 4 things you liked best about this program--please list them starting from the best.

1._____

2._____

3._____

4._____ (15)

16. What were the 3 or 4 things you most disliked about this program--please list them from the most disliked first.

1._____

2._____

3._____

4._____ (16)

17. If you were discussing this program with a friend, would you

1. strongly recommend it
2. mindly recommend it
3. express no opinion
4. advise against it
5. strongly advise against it

rating_____ (17)

(if 4 or 4, why?)_____

_____

18. Did you find the reading material:

1. very helpful
2. fairly helpful
3. helpful
4. not helpful

rating_____ (18)

19. Did you find sharing your experience with other parents to be:

1. very enjoyable
2. slightly enjoyable
3. has no feelings one way or the other
4. slightly unenjoyable
5. very unenjoyable

rating_____ (19)

20. Do you think that it would be a good idea to make this program available to many more people.

Yes_____
No_____ (20)